

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Language is used by human beings to communicate among one another. Language and human cannot be separated each other. Without language, it is impossible for human to communicate and interact with others well. Everyone makes daily activities using language. These activities include talking with friends, listening to lecturers, reading an assignment, surfing the internet, etc. Without language, none of these activities would be possible. Language allows you to speak, read, write, listen to others, and even talk to yourself or to think.

By language human can express their feeling and thinking. People can share their ideas by using language. It is hard to imagine if people don't have language in their communication. Using language in a communication is aimed to know what message and what information that will be delivered to other people.

There are so many languages in the world but English becomes the international language that learnt by all countries in the world. English used as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. However, English makes the communication towards each country in the world easier.

It is important for us to learn language. As we know language is needed to communicate in a society. The social interaction and communication of ideas or messages can be delivered by using language. Language has relationship with society because it is used for

communicate with others. Knowing the way to use language in society is necessary so that we can use language appropriately and the communication will run well. One of the ways to know language use in society is learning sociolinguistic. Sociolinguistic is study of relationship between language and society.

Sociolinguistics studies the relationship between language and society. They are interested in explaining why people speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language (Holmes, 2013: 1). While Wardhaugh (2015: 63) states sociolinguistics is the study of language use within or among groups of speakers.

One of sociolinguistics parts is speech function. Speech function concerns to the social function of speech. It means that there is different function of each speech. According to Holmes (2013: 275), there are a number of ways of categorizing the functions of speech. They are expressive, directive, referential, metalinguistic, poetic, and phatic. Speech which is produced by people has different function.

Everyone produces speech in his or her daily activities. For example speech that produced by teacher in a classroom. Teacher's speech in classroom activity has different function. The function of teacher's speech in classroom is not about delivering message and information only actually, but it can be ordering, asking, directing, informing, etc.

Speech is one of parts of communication. In the other word, people can transfer their ideas by their speech. In a classroom, teacher transfers their ideas by producing speech. The

problem is students do not truly understand the meaning of teacher's speech. This matter makes the interaction between teacher and student does not run well. The communication that happens in a classroom is not well established. So,

This research focuses on the speech function of teachers talk in English classroom. It aims to know the function of speech used by English teacher in a classroom so that the communication between teacher and student is well established.

The researcher decides to analyze speech function of teacher talk in English classroom because it is important to know for both the teacher and student who do not know the types of speech function. Many of them just know the function of speech is for giving information only.

In a classroom, there are interactions between teacher and student. One of them is communication in a classroom. In classroom communication, teacher and student involve speech as medium to communicate. However, each speech has different function. The problem is that the teacher and the student do not have much information about the function of speech.

Because of lack information about speech function, the communication between student and teacher in a classroom is not well established. When teacher is talking to students in a classroom, students do not truly understand what the teacher actually want to students. Of course it can create misunderstanding between them. In addition, the learning process in a classroom does not run well.

The problem above becomes a reason why the researcher chooses to analyze speech function, why this research muss be research. This study focuses on the speech function of teachers talk in English classroom. Because it is very important for the teacher and the

students to know the kind of function of their speech in order to the communication between them in a classroom will run well especially in English classroom. learning speech function is essential in order to know what the function of speech that people do in daily activities especially teacher speech in English classroom. When the teacher know about the categorizing the function of speech like (1) Expressive: the expressive function has to do with emotion. (2) Directive: The Directive function is oriented towards the addressee and aims at creating response in him. (3) Referential: when you use words to indicate things or fact. (4) Metalinguistic: as being at hand whenever the addresser and/ or the addresser need to check up whether they use the same code. (5) Poetic: it focuses on aesthetic features of language. (6) Phatic: Phatic communication is popularly known as small talk, the non-referential use of language to share feelings or establish mood of sociability rather than to communicate information or ideas. The teacher will be know the rule of their speech in the classroom. So, it help teacher in their communication and also help the students easy to understand what the teacher say. It make the comunication well done.

## **1.2 Problem of the Study**

In this research the researcher wants to discuss the following problems:

1. What types of speech function used by English teachers in English classroom of SMK N 5 Medan?
2. What types of speech function is the dominant one used by English teachers in English classroom of SMK N 5 Medan?

## **1.3 The Objectives of the Study**

Through this study, the researcher wants to know the answer of those questions in statement of problem. The objectives of the study are as follows:

1. To describe the types of speech function used by English teachers in English classroom of SMK N 5 Medan.
2. To find out the most dominant type of speech function used by English teachers in English classroom of SMK N 5 Medan.

#### **1.4 The Scope of The Study**

The study focuses on the speech function used by English teachers in English classroom of SMK N 5 Medan. In the study, the researcher limits the discussion in analyzing “The speech function of teachers’ talk in English classroom of SMK N 5 Medan”. In addition, the researcher wants to know what type of speech function used by English teachers of SMK N 5 Medan in their classroom and what the most dominant type of speech function they used. Besides that, the researcher also wants to describe why the English teachers used speech function differently in the English classroom.

The reason of conducting this study is to know the function of teacher’s talk in English classroom. As we know that speech which produced by people has many functions. Sometimes in one speech there are some functions. So, learning speech function is necessary for us as human that use language to communicate.

#### **1.5 The Significance of the Study**

The result of the study is expected to be useful for many people. The significances of the study are as follows:

1. To the teachers

The result of this study can be used by teachers especially for English teacher to apply speech function in their English classroom activity. In addition, it can give more information to the

teachers about speech function and know what types of speech function usually they use in their classroom activity.

2. To the students

After knowing information about speech function, the students are hopefully be able to know and understand the function of their teacher's speech in their classroom activity

3. To the future researchers

The result of this study can be used as references for the next researchers.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.1.1 Language**

Language is medium in a communication. There are so many languages in the world. The different languages are used all over the world. There are many varieties within the language. How these languages are originated, it is very difficult to know. It is believed that people started conveying message quest, signals, postures, gestures and sign etc. Language is the source of human life and power (Fromkin et al, 1999: 2 in Haryani et al, 2014) since

people use language to communicate, to explore knowledge, to convey ideas, to ask some opinions or helps, and so on.

Language used by human to communicate each other. It can be symbols created to deliver messages and ideas in daily life. Edward Sapir in Edward (2009: 53) stated that language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. While Richard (2002: 283) defines language as the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units e.g. morphemes, words, sentences, utterances.

Every aspect of human's life must be fulfilled by a language in undergoing their daily routines, for instance, sign, symbol, or the oral speech, etc; these belong to a language. We cannot deny that language always used in our daily routines. All of human activities involved language as a medium to communicate. Egging (2004: 1) in the journal "Mood Structure Analysis of Teacher Talk in EFL Classroom: A discourse Study Based on Systematic Functional Linguistic Theory" illustrated that in the ordinary life of human beings, they constantly use language. They chat to family members, organize children for school, read paper, speak at meeting, serve customers, follow instructions in a booklet, etc. all of these are activities involving language.

Based on the explanations above, the researcher concludes that language is medium used in communication that involved in our daily routines to transfer ideas, thought and messages in the society.

### **2.1.2 Sociolinguistics**

Holmes (2013:1) defines that sociolinguistics studies the relationship between language and society. They are interested in explaining why people speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people signal aspects of their social identity through their language.

Meyerhof (2006: 1) states that sociolinguistics is a very broad field. It can be used to describe many different ways individual speakers use language. It learns about how people use language differently in different towns or region. It also learns about how a nation decides what languages will be recognized in courts or education. Besides that, sociolinguistics also study about language used in daily conversation. According to Wardhaugh et al. (2015: 1) Sociolinguistics is the study of our everyday lives-how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language.

Based the explanations above, the researcher concludes that sociolinguistics is a study of language and society including the use of language in the society and used in many fields.

### **2.1.3 Speech Function**

#### **2.1.3.1 Definition of Speech Function**

Speech function is a way of someone delivers ideas in communication to make listeners understand the ideas well. Ye (2006: 36) in Tarigan states that speech function is an action or performance done by language users such as asking, commanding, and answering in order to fulfill intention of the speakers and listeners. Speech functions are used as the medium

exchanging experiences in order to fulfill their needs. People use speech function in their daily interactions.

Holmes (2013: 275) mentions that typically of many everyday interactions serve both an affective (or social) function, and a referential (or informative function) which in this case establishing contact between two participants, for social function like as greetings or comments about weather. Each interaction in the society even just greeting others, it has certain function. When people talk about weather, phenomenon, and fact in society it also has certain function. It can be social function, which is for expressing solidarity and empathy, or referential function, which is for giving information to others. However, we have to know that speech has different function especially in different communities. It depends on where and to whom we speak.

Holmes (2013: 275) also says that any utterance may express more than one function and any function may be expressed by a stretch of discourse which doesn't exactly coincide with an utterance. Holmes (2013: 275) says that different speech communities emphasize different function, and express particular functions differently. It is due to linguistic politeness is culturally determined and clearly rules for polite behavior differ from one speech community to another. We have to consider in what communities we speak. What language will we use in the community and also we have to pay attention to the politeness when we talk in the community. Choosing an appropriate language is important because it is used to perform some kinds of communicative acts, like making a request or offering advice. It is well-known as fundamental exponents. Examining the way of using language in social context provides a wealth of information about the way language works, as well as social

relationships in a community and signal aspect of our social identity through our language (Holmes, 2013:1).

### **2.1.3.2 Classifications of Speech Function**

There are a number of ways of categorizing the function of speech which has proved a useful one in sociolinguistic research. The six basic speech functions are as follows:

#### **2.1.3.2.1 Expressive**

The expressive function has to do with emotions. It is claimed that Expressive function tends to reflect some emotion in the addresser, which may be real or feigned (Jakobson, 1980: 82 in Adel, 2006: 164). So the expressive function is the emotional feeling of the speaker that expresses the speaker's feeling. Holmes (2013: 275) clarifies that expressive utterances express the speaker's feeling. Therefore, the aim of this function is to express speaker's feeling.

Example:

I'm feeling great today.

I really love this job.

I'm extremely bored of this.

The expressive speech act reflects the psychological statements; it can be happiness, difficulty, joy, hostility, pleasure, or misery.

Example:

I'm really sorry.

Congratulations!

Oh, yes, great, mmm...ssahh!

I'm happy to hear that.

That's interesting.

While according to Searle (1976) in Cutting (2008: 17), expressive speech act includes acts in which the word state what the speaker feels, such as apologizing, praising, congratulating, deploring, and regretting.

#### **2.1.3.2.2 Directive**

The directive function is oriented towards the addressee and aims at creating a certain response in him. It is connected with the concept of persuasion in rhetoric, which is about influencing the addressee's interpretation of what is conveyed in discourse (Adel, 2006: 164). In this function, the speaker influences the listener to do something as the speaker said. Holmes (2013: 275) describes directive functions as utterances attempt to get someone to do something. It concerned with getting people to do things. Essentially, there are many of ways for expressing directives. We can use orders and commands that they are speech acts which are generally expressed in imperative form, interrogatives or declaratives when we attempt to get people to do something in polite way.

Example:

Sit down	Imperative
You sit down.	You Imperative
Could you sit down?	Interrogative with Modal Verb
Sit down will you?	Interrogative with Tag
Won't you sit down?	Interrogative with Negative Modal
I want you to sit down.	Declarative

I'd like you to sit down. Declarative

You'd be more comfortable sitting down. Declarative

However, we can say that in general interrogatives and declaratives are more polite than imperatives, but it depends on the intonation, tone of voice and context. A gentle sit down may be far more polite than a thundered I want you all sitting down now.

There are numbers of social factor which affect a speaker's choice of the appropriate form of directives. They are social distance between participants, their relative status, and the formality of the context. People who are close friends or intimate use more imperatives. Where status differences are clearly marked and accepted, superiors tend to use imperative to subordinates. Teachers often use imperatives to pupils for instance.

Example:

Open your book at page 32!

Shut the door!

Stop talking please!

Clean up the blackboard!

Keep silent please!

Teachers can use very direct expressions of their meaning because of their high status relative to the pupils. On the other hand, the rights and obligations in a role relationship such as teacher-pupil are so clear-cut that teachers can also use minimally explicit forms and be confident they will be interpreted accurately as directives.

Example:

Blackboard! (Clean the blackboard!)

Bus people! (Those who get the school bus should now leave)

I hear talking. (Stop talking)

#### **2.1.3.2.3 Referential**

This is the most obvious function of language, when you use words to indicate things or facts. It is oriented toward the context (the dominant function in a message like “water boils at 100 degrees”). Holmes (2013: 275) defines referential function as utterances provide information. Example:

At the third stroke it will be three o’clock precisely.

The sky is cloudy.

We will have an English final exam next week.

All teachers are in the meeting now.

The sun rises in the east and sets in the west.

#### **2.1.3.2.4 Metalinguistic**

Jakobson (1980: 86) in Adel (2006: 165) describes the metalinguistic function as being at hand whenever the addresser and/or the addressee need to check up whether they use the same code. The purpose of this function is to make the code more accessible to the addressee. Examples given are don’t follow you, what do you mean?, asked by the addresser, anticipating questions. A further example of the metalinguistic function is the act of explaining the meaning of a word (An X is a Y), i.e. cases in which one linguistic sign is interpreted through another. We can say that metalinguistic is language in which we make comments on the verbal code itself.

According to Jakobson (1980: 124) in Adel (2006: 165), there are three ways of performing metalinguistic operations. It can be by paraphrasing, giving synonyms, or filling in elliptical forms (making them explicit). Metalinguistic operations are particularly important for assuring felicitous communication between speakers. Holmes (2013: 275) describes metalinguistic

function as utterances comment of language itself. It is used to describe parts of language such as grammar terms or even language itself. The utterances of this kind focus on the code of the language. The principle of this kind to make sure that listener understand the meaning of what the speaker used. Metalinguistic utterances can be found in scientific discussion.

Example:

Hegemony is not a common word.

There are two kinds of noun, countable and uncountable noun.

A lingua franca is a language used for communication between people whose first languages differ.

#### **2.1.3.2.5 Poetic**

This kind is rarely used by people because it focuses on aesthetic features of language. Holmes (2013: 275) describes poetic utterances focus on aesthetic features of language. It can be found in a poem, an ear-catching motto, and a rhyme.

Example:

Peter piper picked a peck of picked peppers.

Beat about the bush.

The fancy apple drank a small Snapple.

A baby lion as a cub, that likes the tub.

They always like to eat, a lot of meat.

They like to roar, more and more.

They have big paws, and also big claws.

Poetic function can be found in discourse outside poetry. It can be found in discourses in political slogans, advertisements, newspaper headlines, and so on.

Example:

Share moments, share life.

Live in your world, play in ours.

Grace, space, pace.

#### **2.1.3.2.6 Phatic**

Phatic communication is popularly known as small talk, the non-referential use of language to share feelings or establish mood of sociability rather than to communicate information or ideas.

Holmes (2013: 275) describes phatic utterances express solidarity and empathy with others. The phatic function is equally important from sociolinguistics perspective. Phatic communication conveys an affective or social message rather than a referential one. One of the insights provided by sociolinguistic has been precisely that language is not simply used to convey referential information, but also expresses information about social relationship.

Example:

Hi,

How are you?

Lovely day isn't it!

Good morning

See you

Those are the types of speech function according to Holmes. But he also states that any utterances may in fact express more than one function, and any function may be expressed by a stretch of discourse which doesn't exactly coincide with an utterance.

Based the explanations above, the researcher conclude that speech function is the function of our speech, it can be to give information, express feelings, order people to do something, express solidarity, give comment into language itself and focus on aesthetic features of language.

#### **2.1.4 Teachers' Talk**

A teacher's job involves a lot of talks. The classroom is very much stage for the teacher's performance. Teacher talk becomes medium to transfer the material to learners in learning. Talk is vital to engage any students in their learning. It can transform relationships in the classroom. In the class, the teacher acts as the transmitter of knowledge and a valuable source of input for the learner. Teacher talk is the major resources of comprehensible target language input learners are likely to receive in the foreign language classroom teaching.

Talk is always multifunctional, simultaneously expressing ideas or putting a point of view and conveying something about the relationship between the speakers. It also in some way expresses the speaker's sense of who they are as a person, through the feeling and

emotions being expressed, the value position they are taking up, or the language variety they choose to use (Llamas et al. 2007: 157).

According to Ur (2000) in Liu et al (2012: 117) states that teacher talk refers to the language used by teacher when addressing L2 learners in classroom interaction. Richard (2002: 543) defines teacher talk as variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of characteristic of foreigner talk and other simplified styles of speech addresses to language learners. While according to Sinclair et al. in Liu (2010) define teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities, and check students' understanding.

Lei (2009: 75) in the journal "Communicative Teacher Talk in the English Classroom" says that teacher talk promotes the facilitation of classroom interaction is therefore called communicative. The teacher talk includes, for example, the kind of questions they ask, the speech, modifications they make when talking to learners, and the way they react to students errors.

Teacher talk is usually viewed as one of the decisive factors of success or failure in classroom teaching (Xu, 2010 in Rezaee, 2012). This means that amount of teacher talk can determine whether teaching in a specific classroom has been successful or not. A teacher may use teacher talk to either ask questions or gives information in different areas depending on what he is teaching (Rex and Green, 2008). In any language classroom interaction, there are usually three major types of questions to be asked in terms of the purpose of questions. These three types are procedural (to do with classroom procedures and routines and classroom management), convergent (to encourage similar student responses, or responses which focus

on a central theme), and divergent (to encourage similar student responses, or responses which are not short answers and which require student to engage in higher-level thinking (Richards . Lockhart, 2000 in Rezaee, 2012).

According to Mesthrie et.al (2006: 348), teacher talk is a primary means of classroom instruction, while listening, answering and question-asking are typically expected of pupils. Also important are the many forms of written language which can be found in the classroom, ranging from writing on the board to library books and other resource materials. Because it is so important to teaching and learning activities, language is heavily regulated in the classroom. Teachers are the primary speakers in the classroom, and teacher talk as almost always the primary language register in use. As the medium to transfer materials for students, teachers are expected to be communicative.

According to Lei, there are numbers of characteristics of teacher talk which identify as being communicative.

#### 1) Referential Questions

Referential questions are genuine questions for which the teacher does not know the answers and therefore has a genuine communicative purpose. This is in contrast to displaying their understanding of knowledge. There is plenty of evidence to suggest that in the nowadays classrooms, the vast majority of questions teachers ask are display questions without communicative purposes. While in real life, most questions are referential. There is a marked difference between typical classroom talk and non-classroom talk in this respect.

#### 2) Content Feedback

Feedback on content involves responding to the content of what learners are saying, rather than commenting solely on the form. After all, if no attention is paid to the meanings the learner is expressing, there is no point in asking referential questions.

### 3) Avoidance of the IRF Sequence

IRF sequence goes like this: the teacher asks a question and the students give the answer; then the teacher provides his/her comments on the answer as feedback. This is the typical sequence of the classroom talk. The structure of spoken discourse outside the classroom is usually more complex and flexible than this.

The language or teacher talk employed by a teacher in the classroom can be said a magical thing. It can be probably change everything in the classroom. Weddel (2008) in the journal “Mood Structure Analysis of Teacher Talk in EFL Classroom: A discourse Study Based on Systematic Functional Linguistic Theory” reveals that the language that teachers use in class, or “teacher talk”, can have tremendous impact upon teaching and learning process.

Based the explanation above, the researcher can conclude that teacher talk is a variety of language used by teacher in his or her teaching learning as facilitator or medium to transfer information to the learners.

#### **2.1.5 English Classroom**

Collins English dictionary defines classroom is a room in which classes are conducted, especially in a school or college. English classroom is a room in a school where English lesson take place. According to urban dictionary, English class is a class that teaches students about English language.

During the early years, English is a very useful, important, and most of all fun class. By middle school, however, English class becomes a redundant class where students are taught the exact same things (basic grammar and punctuations, paragraph structuring, etc.) over and over again. By high school, the fun and useful class has been completely replaced by an idiotic course where too much emphasis is placed on over analysis and essay writing (where the teacher usually tells the students to write five pages essay that could be easily done in there), and less emphasis on creativity. High school English is the period where many idiots get the impression that Shakespeare is the only playwright to exist in EVER and that no significant literature has been published since the late Victorian era.

Mesthrie et al. (2004: 349) states that classroom language was that teacher-student exchanges were not randomly constructed, but were organized in terms of a three-part sequence. As quoted in Mesthrie et.al. (2004:349), Mehan (1979) called this an “IRE” sequences (initiation-response-evaluation)”. The sequence occurs as follows:

1. Initiation of the sequence by the teacher, often in the form of request for information directed at one or more of the students
2. Response to the teacher’s request from one of the students;
3. Evaluation of the student’s reply by the teacher, often accompanied by a request for information or other initiation of the next IRE sequence.

The example of IRE such as:

What is nine times nine?	(Initiation)
Ninety.	(Student’s reply)
No, that is too big.	(Evaluation)

Subsequent research discussed by Mehan (1979) and Cazden (1988) as quoted in Mesthrie and Leap (2004: 349-350) has shown that while IRE sequences may be the backbone of the classroom communication, they rarely unfold so neatly. For example, IRE sequences are not completely independent of each other. Instead, several teacher initiations and student responses may occur before the teacher provides evaluation. Students as well as teachers may initiate IRE sequences, and may also offer forms of evaluation to each other and to the teacher. Students as well as teachers may rework the “function” of particular statements within the sequence, so that the regulatory effects of “initiation”, “response”, “evaluation” may become tempered by other, equally important, social and cultural message (Mesthrie and Leap, 2004: 350).

In the English classroom, there are some languages that used by the teacher and students, for example:

#### 1. Teacher’s language

Good morning (everyone)	Starting the lesson
That’s all for now/for today.	Ending the lesson
Open your book at page...	During the lesson
Quiet, please!	Keeping order
Very good	Praise and encouragement

#### 2. Student’s language

I/we have finished.

I/we have not finished.

Can I go to the toilet, please! Etc.

The researcher concludes that English classroom is room of the school or college which there is a lesson that teaches about English.

## **2.2 Previous Study**

The researcher does not deny that this research is not the first one to discuss speech function. In fact, there have been previous researches on this topic. A number of researches were done under sociolinguistics studies with speech functions as the main issue to be discussed.

A study having relationship to this present research is entitled “*The Analysis Of Speech Function Used By English Teachers’ instructions at SMPN 6 Salatiga in the academic year 2011/2012*”. This research was conducted by Nur Hidayah (2012). She analyzed the speech function of English teacher’ instructions at SMPN 6 Salatiga in the academic year 2011/2012. The method that used in her research is using descriptive qualitative. She collected the data by doing observation and recording. In her research, she found 180 utterances that were classified to speech function into 100 that summarized into 48 utterances. Furthermore, from the teacher discourse in the classes the researcher found four types of speech function that functioned frequently. They are expressive, directive, referential, and phatic. The most dominant speech function that used by English teacher in her research is directive function.

The similarities between the previous study and this research are on the topic and research design. The both studies discuss about sociolinguistic field that is speech function. The main theory about speech function of the both studies is taken from Janet Holmes. The other similarity is on the research design. The both studies use descriptive qualitative design. In the other side, this study has differences to the previous study. The differences between

them are in the subject, statement of the problem, and also technique of collecting data. First, the subject of previous study is English teachers of SMPN 6 Salatiga which focuses on teachers' instruction, while the subject of this study is English teacher of SMKN 5 Medan which focuses on teacher talk in the classroom. The other difference is on the statement of the problem. The problem statement of the previous study is to know the types of speech function used by English teachers of SMPN 6 Salatiga and to find out the most dominant type of speech function used by English teachers of SMPN 6 Salatiga while the statement of the problem of this research is not only to know the types of speech function and to find out the most dominant speech function used by English teachers of SMK N 5 Medan, but also to describe the reason why the English teachers use speech function differently in their classroom. The last difference is on the technique of collecting data. The researcher of the previous study uses observation and recording to collect data but in this study the researcher uses triangulation technique of collecting data. They are observation, interview, and audiovisual material. So, the researcher will research about speech function more deep than this previous and the conclusion will be different than this research.

The other study is entitled "*The analysis of speech functions of the main character in Detachment Movie and its application to teach speaking at tenth grade of vocational high school*". This study was conducted by Erawati (2016). She analyzed the speech function of main character in the movie entitled Detachment. She found 521 utterances that used by the main character. She classified the utterances into six types of speech function. They are expressive, directive, referential, metalinguistic, poetic, and phatic. The highest number of them is referential function. There are. 382 utterances from 521 the total utterances. She also

applied speech function that used by main character into teaching. She applied it in teaching speaking.

The similarities between the second previous study and this study are also on the topic and research design. The both discuss about speech function and use descriptive qualitative design. While the differences between them are on the subject, and data collecting technique. The subject of the previous study is a movie but on this study is a human as a subject of the research that focuses on his talk. In the previous study, there is no observation or interview because the subject of the research is a movie. The researcher of the previous study watched the movie, found the subtitle and then analyzed it, different to this study which uses triangulation technique to collect data. The researcher uses three techniques of collecting data. They are observation, interview, and audiovisual materials. So, the researcher will research about speech function more deep than this previous and the conclusion will be different than this research.

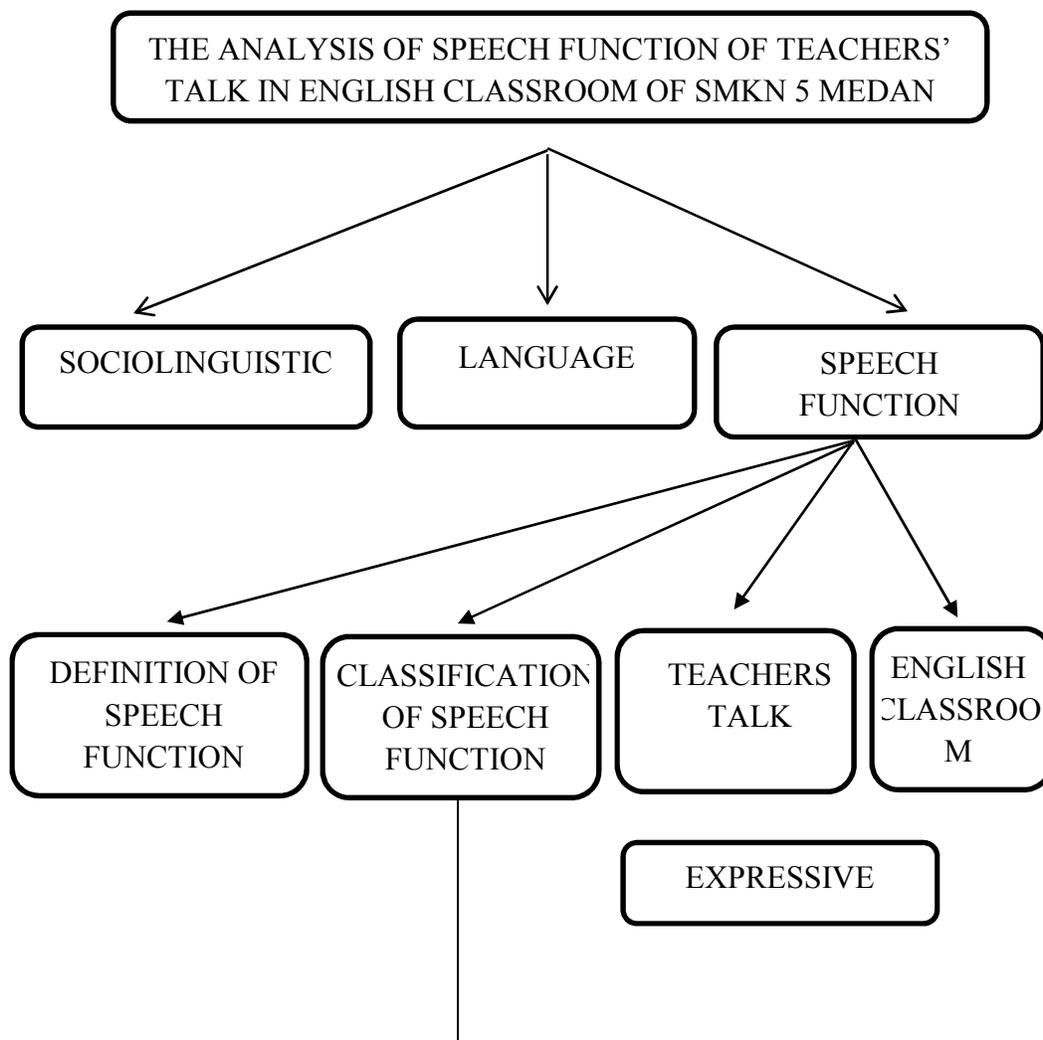
### **2.3. Conceptual Framework**

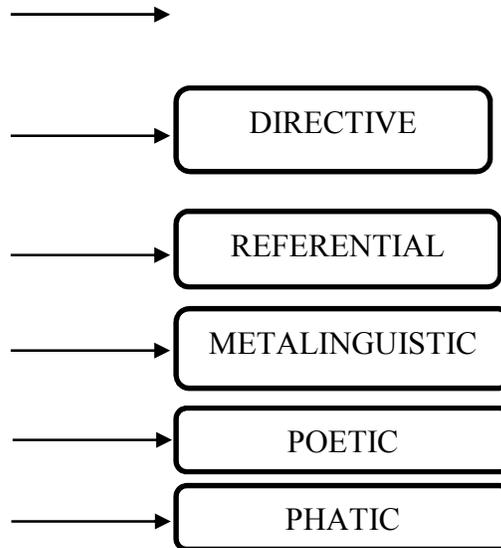
In conceptual framework the researcher explained about Language used by human to communicate each other. It can be symbols created to deliver messages and ideas in daily life. Edward Sapir in Edward (2009: 53) stated that language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Based on the explanations above, the researcher concludes that language is medium used in communication that involved in our daily routines to transfer ideas, thought and messages in the society. Holmes (2013:1) defines that sociolinguistics studies the relationship between language and society. They are interested in explaining why

people speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning.

Speech function is a way of someone delivers ideas in communication to make listeners understand the ideas well. Ye (2006: 36) in Tarigan states that speech function is an action or performance done by language users such as asking, commanding, and answering in order to fulfill intention of the speakers and listeners. Speech functions are used as the medium exchanging experiences in order to fulfill their needs. People use speech function in their daily interactions. There are a number of ways of categorizing the function of speech which has proved a useful one in sociolinguistic research. The six basic speech functions are as follows: Expressive, Directive, Referential, Metalinguistic, Poetic, Phatic.

### CONCEPTUAL FRAMEWORK





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue (Creswell, 2012: 3). Generally, there are two kinds of research method. They are qualitative and quantitative research, which both of them has different characteristics such as in process though the purpose of study. In this research, the research used descriptive qualitative research to support the study. According to Creswell (2012: 16) qualitative research has characteristics as follows:

1. Exploring a problem and developing a detailed understanding of a central phenomenon.
2. Having the literature review play a minor role but justifies the problem.

3. Stating the purpose and research questions in general and broad way so as to the participants' experience.
4. Collecting data based on words from a small number of individuals so that the participants' views are obtained.
5. Analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings.
6. Writing the report using flexible, emerging structures and evaluate criteria, and including the researchers' subjective reflectivity and bias.

This research uses descriptive qualitative research. The descriptive research conducts to describe information of the real condition and situation. In this study, the information that will be described is focus on the English teacher's talk in the classroom.

By using descriptive qualitative, the researcher wants to analyze the types of speech function used, the most dominant speech function, and the reason why the teacher uses speech function differently in English classroom.

### **3.2 The Object of The Study**

The researcher conducted research in English classroom of SMK N 5 Medan. The Object of the research is all English teachers of SMK N 5 Medan. There are three English teachers of SMK N 5 Medan who will be observed and interviewed by the researcher as the subject of the research.

### **3.3 The Instrument of Collecting the Data**

The source of data refers to the subject from which the data are obtained. Data is information that used to solve the problem of the research. The data can be taken from

human, event, location, document, building house or even animal and plants. We can call all of them as source of data. In other word, source of data is all of facts where the data can be gotten. Words, pictures, and writings are data needed in qualitative research (Djamal, 2015: 65).

Sugiyono, (2013: 306) gives opinion that in qualitative research, the researcher as human instrument, the researcher decides to focus of research, choose the informant as the data source, collecting the data, evaluate the data, analyze the data, and in the last of study the researcher makes the conclusion. While Djamal (2015: 15) says in qualitative research, the researcher does not need paper and pencil like in quantitative researcher do because in qualitative research, the researcher collecting the data by his or herself as an instrument. In this study, the main instrument in analyzing the data is the researcher herself. The researcher was conduct the research by doing observation, interview, and taking audiovisual materials.

In this research, the researcher concerns about speech function of teachers talk in English classroom. The teacher's speech becomes data of this research. The data can be found in English learning classroom. The researcher was took the data at English classrooms of SMK N 5 Medan. The researcher was got data by doing observation in different class of English teachers of SMK N 5 Medan. The researcher also was got the data by doing interview to English teachers of SMK N 5 Medan.

Units analysis of this research are utterances performed by English teacher in English classroom of SMK N 5 Medan. As the stated in previous chapter, the objectives of the research are to identify the types of speech function of teachers talk in an English classroom, to describe the most dominant type of speech function used by English teacher in English

classroom, and to describe the reason why English teachers use speech function differently in the classroom.

Sugiyono (2013: 308) says that technique of collecting data is very important in conducting research because the main objective from the research is gaining the data. Without knowing the technique of collecting data, the researcher will not get the data that is fulfill the standard of set in data.

According to Creswell (2012: 205), qualitative data collection consists of collecting data using forms with general, emerging questions to permit the participant to generate responses, gathering word (text) or image (picture)

data, and collecting information from a small number of individuals or sites.

To get the data, a researcher can use many techniques. Technique of collecting data is chosen based on kind of data will be collected. Usually a researcher combines many techniques to collect the data. Each technique has strength and weakness. Combining techniques of collecting data is aimed to fix the weakness of technique.

In this research, the researcher used triangulation technique in collecting the data. Triangulation technique collecting the data by combining three techniques. They are observation, interview and audiovisual materials. We can conclude that techniques used by the researcher are observation, interview, and audiovisual materials for the same data source.

#### 1. Observation

The first method that use in collecting the data is observation. Observation is the process of gathering open-ended, firsthand information by observing people and places at the research site (Creswell, 2012: 213). Observation is an activity to get the data by using

visual. There are two kinds of observation. They are participant observation and non-participant observation. In this research, the researcher uses non participant observation.

The researcher observes the learning process. The study conducts in an English classroom of SMK N 5 Medan. The researcher notices what happening or situation in a classroom regarding the speech function that used by the three English teacher in classroom.

## 2. Interview

The other method to collect the data is interview. Interview is one of techniques to collect the data by creating direct conversation between the interviewer and interviewee. A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answer (Creswell, 2012: 217).

In this research, the researcher conducts interview to English teachers of SMK N 5 Medan. The purpose of conducting interview is to get more information about speech function used by English teacher and reason why they use speech function differently in the classroom.

## 3. Audiovisual Materials

The following method to collect the data is audiovisual material. According to Creswell (2012: 224) audiovisual materials consists of images or sounds that researcher collect to them understand the central phenomenal under study. It can be photographs, videotapes, digital images, paintings and pictures, and unobtrusive measure. In this study, the researcher collects the data by recording and taking pictures of the situation that happened in a classroom. By doing this method, the researcher will get more information especially speech function used by English teacher.

### **3.4 Technique of Analyzing Data**

The type of data analysis that used in this research is inductive type. The inductive is an analysis which starts from the data facts obtained in the field, and then drawing conclusion. After collecting the data, the next step is classifying the data and analyzing the data. In analyzing the data, there will be a description and examples of which are found in teacher talk. The researcher also takes library research in writing the thesis. It means that the researcher uses some references from books, journals, papers, thesis, and internet. In analyzing the data, the following techniques are conducted:

1. Firstly, the researcher watches the video learning that focuses on teacher tools and read the conversation script of video.
2. Secondly, the researcher lists teacher's utterances.
3. Thirdly, the researcher categorizes the teacher's utterances into type of speech function by giving codes.
4. Fourthly, the researcher analyzes the data of classification.
5. Fifthly, the researcher makes conclusion and present in percentage form.
6. Sixthly, the researcher describes the percentage data form into descriptive data form.